

PIN OAK

ISSUE 69: TERM 2, MAY 11, 2018
OXLEY COLLEGE

ANZAC DAY

EQUESTRIAN
DAY

HONOUR OUR
FALLEN

Contents

- 3 Headmaster's Report
- 4 Big Issue
- 5 Take Inspiration
- 6 K - 6 News
- 7 More K-6
- 8 Feature Article
- 10 Deputy Head Reports
- 11 On the Branch
- 12 Old Oxleyan
- 13 What's happening...in the World
- 14 Gallery
- 15 Calendar
- 16 Newsflash

Pin Oak Team

Student Editorial Team

Jemima Taylor, Jade Gilles, Tully Mahr, Maya Chance,
Hugh Corbett, Liam O'Connell, Kiara Rochaix, Sam
Crowley, Cooper Barker, Lily Magill, Mack Kane, Ava
Lambie, Eva Mackevicius, Izzy Moore, Brad Worthington,
Peggy Holmwood, Lily Hogan

Head Designers
Cameron Grice, Juliette Swain

Designers
Bree Feary, Aisha May, Holly Hutchings, Claudia Brady

Head of Marketing and PR
Emma Calver

Staff Editor
Beattie Lanser

Oxley College
Railway Road, Burradoo, NSW, 2576.
Ph: 4861 1366
office@oxley.nsw.edu.au



YOUR PLASTICS ARE WORTH MONEY!



A true canteen staple. A true environmental strain. Every day sees hundreds of Oxley students craving a choccy milk, a classic OJ... maybe a sparkling water if they're feeling fancy? What can be done to satisfy our taste buds' needs and our environmental duties? The Oxley Environment Committee has an answer.

When your plastic bottles are rid of all their tasty goodness, merely place them in the green buckets right next to the trash cans in the Pavilion. By doing this you're not only following the very clear instructions taped to the eye-catching, dazzling green pits of recyclables, you're saving the environment- and making money. For each of these bottles returned to deposits now located Australia- wide, we earn 10 cents. In a school of 400+, we can make some serious money in little to no time, with little to no effort. Bottoms up!

Maya Chance (Year 11)



YEAR 10 GEOGRAPHY

Joyce Saunders pictured with Old Oxleyan Emily Morrison

On Wednesday, 2 May, Oxley was given the pleasure of welcoming Ms Joyce Saunders from the NSW Department of Health, to address the Year 10 geographers as part of their study unit on 'Human Wellbeing in Australia'. Joyce is a local aboriginal lady who was taken from her parents in Bega as a 9-year old in 1971, and resettled at a children's home in Mittagong.

Joyce gave a harrowing account of her story, before offering her perspective on what it was like to be part of the 'Stolen Generation' and how other aboriginal people have coped – or not - with the trauma of being removed from their families. The students were given the opportunity to ask questions on a range of aboriginal issues, including culture and identity, sport, government policy, racial discrimination, and the date of Australia Day.

By Tim Dibdin

HEADMASTER'S REPORT

Coffee at Oxley

We are pleased to be opening 'Off the Shelf'- a boutique (i.e. really small) coffee dispensary from the library into the French courtyard near Elvo. It is the brainchild of Mr Peter Ayling and will be selling coffee to Year 11 and 12 students and hot chocolates to 7-10. We are considering allowing Year 10s to purchase half strength coffees too. Year 9 students completing the service component for the Duke of Edinburgh have been trained as baristas by Baeden Terry of Rush Coffee. The coffee beans are also from Rush coffee, which many of us know is just about the best coffee in the Southern Highlands. All of the money made from the coffee will be going to our three partner schools in Botswana, Nepal and Fiji – so it is caffeine with a cause. Also, the shop is less than thirty feet from my office, which has improved my life no end.

We did pause to consider whether it was the right thing to start up coffee sales at the College. We were not 100% sure. We did ultimately feel, however, that the senior students of Oxley are old enough to decide for themselves whether they will have a coffee or two each day. As students get older, we would like to think that we can accommodate at least some of their changing tastes and make school a place that they feel they have not outgrown. Given that Bowral has the highest concentration of coffee shops in the Western World, we also considered that we were reflecting coffee tastes that many of them had already established.

NAPLAN

NAPLAN has been in the news with a vengeance over the last week. The NSW Education Minister made some very timely and important points about the way in which the NAPLAN data was used wrongly to rate and rank the quality of schools and that it should be scrapped. We would certainly not be sorry to see it go given the ways it has been misused in the public arena.

However, Oxley has always used NAPLAN in the way that it was intended. It was meant to be a diagnostic tool that tells us what our students know, how they are going and where their gaps are. When you drill into NAPLAN there is good and helpful data there. We prepare our students for the test so that they are not put off by its format, but we do not hothouse them. We don't compare ourselves to the other schools in the district, (to whom we wish NAPLAN success as part of raising children in the Southern Highlands). We want to do well - and we do - but we don't use this narrow diagnostic slice to reflect all of the academic, pastoral, character and co-curricular things we do. In any case two of the NAPLAN years (Five and Seven) are two of our three intake years - so the tests tell us much more about what our students' former schools were doing in the previous five or seven years than

they tell us about what our students have been doing with us over the last three months.

Public Speaking

I have been judging several of the public speaking competitions this week. They have been very impressive. The young men and women can all get up and communicate both clearly and passionately to the audience. They have a sophisticated range of interests - the Year 7s I judged were able to talk about the physical and mental health of our servicemen, the obesity epidemic and the role of a name in personal identity. They have been difficult to judge due to the high quality. It is one of the things that make me so proud of Oxley students.





Australia: the land of the fair go and home to vegemite, blistering weather and the dual flush toilet. There's so much about this country to be proud of, a list extending far beyond the aforementioned. But what happens when our national pride comes at the expense and marginalisation of others? Patriotism — vigorous support for one's country. Throughout history, this concept has boosted morale and improved the state of many nations across the world. However, in this modern age, patriotism is instilling a sense of superiority and contention in a world where we're constantly fighting for unity and harmony. Patriotism becomes dangerous when we are so content with our own country that it's difficult to see room for improvement within our nation. With us holding our values and customs to such high esteem comes the condemnation and exclusion of others who don't fit that mould. And with the elimination of our own people on national events such as ANZAC and Australia Day, even in our multicultural society, patriotism is being used to justify the constant mistreatment of minorities.

In 2016, a poll conducted by Essential Media revealed that 49% of Australians supported a ban on Muslim immigration, with 11% undecided about their position on the matter. The majority of those who voted in favour of a ban did so out of concern for Muslims not being able to integrate into the "Australian way of life" or share Australian values. Despite our Prime Minister, Malcolm Turnbull's vehement belief that diversity is one of the country's biggest strengths, Australian's are holding their beliefs to such a high standard that the concept of letting others who are different to us share the same land is one plagued with fear and hostility. And after all, what are "Australian values"? Aren't they giving everyone a fair go? Aren't they extending a hand out to those in need? Aren't they loving your neighbour despite their differences? Our intense pride in our own culture is interfering with the livelihood of others and despite priding ourselves on multiculturalism, we are fearing and stereotyping. The true Australian character is one of embracing strangers who arrive at our shores and welcoming their cultural nuances.

As The Last Post rings out and we enter into a minute of silence on April 25th each year, we remember the brave soldiers who gave up their lives to war while fighting for our country. However, every year, while we mourn those who we lost in the brutality of war, we are simultaneously sending Australian troops off to battles in Afghanistan and Iraq to face the cruelty of war once again. Not to mention the bodies we are so flippantly disposing of in detention centres on Manus and Nauru. Every year we mourn the lives of our white Australian soldiers but don't acknowledge the many Indigenous soldiers who were promised citizenship in Australia if they fought in war. Upon return, these worthy soldiers were not only denied this promise but were refused access to the same pubs and social areas as the white soldiers they fought alongside. It's here, where we see our vivacious national self-importance exclude others and contradict itself. Our patriotic behaviour is so strong that we fail to see room for improvement and change our own traditions.

This same notion also rings true in the case of Australia day. Our national day of celebration is taking place on the same day that marks the beginning of continuous dispossession, genocide, discrimination and trauma for Indigenous Australians and we are refusing to do anything about it. Once again, it is our fervent honour that leaves us seeing no room for improvement in our national traditions and, in turn, disregarding the experiences of others on our days of country-wide pride.

We love to go big or go home in Australia. But in a world where we're striving for equality, unity and peace, this all or nothing mentality is giving patriotism a bad name and destroying the inclusive nation we're attempting to build. Taking pride in one's country is key in the evolution of a nation but not when it comes at the expense of others and prohibits us from seeing any room for improvement.

By Izzy Moore (Year 11)

Public Speaking

TAKE INSPIRATION



BOOKS

★★★★★
LET IT SNOW

Three best-selling teen authors have joined forces to create 'Let it Snow', a compilation of three independent but intertwined holiday romances. 'Jubilee Express', written by Maureen Johnson tells the story of Jubilee, a talkative 16-year-old girl who is shipped off to spend Christmas with her grandparents after her parents are involved in a Christmas shopping riot. After a monstrous blizzard, Jubilee finds herself stranded at the Gracetown Waffle House with a bunch of irritating cheerleaders, a Target employee named Stuart and a teenager called Jeb. The second story, 'A Cheertastic Christmas Miracle' is written by John Green. During a James Bond movie marathon, a group of three friends receive a frantic phone call from their friend Keun, a Waffle House employee, who eagerly describes 15 Pennsylvanian cheerleaders in the Waffle House. For different reasons, the trio venture out into the blizzard in search of the Waffle House. 'The Patron Saint of Pigs' is the final story written by Lauren Myracle. This story depicts Addie, a stubborn teenager, who wakes up on Christmas day feeling miserable after her recent breakup. Her journey demonstrates that true love can be re-found even if it involves a ridiculously early shift at Starbucks. In all three stories, a monstrous blizzard leads to astonishing events. A perfect read for a chilly winter's night by the fire with a cup of hot chocolate.

By Lucie Drysdale (Year 11)



MUSIC

★★★★★

BOOK OF RYAN-ROYCE DA 5'9"

Royce Da 5'9" enters 2018 with a strong project 'Book of Ryan - 2018', an album which encapsulates his lyrical skill in contrast to some experimental synth instrumentals/beats. 'Book of Ryan' explores Royce's upbringing within a dysfunctional home, grappling with themes of alcohol abuse and his changing respect for his father. In a 21 track lineup, including skits and a bonus remix, Royce's project is accompanied by strong features from artists such as Eminem, J.Cole, King Green, Logic, and Pusha-T, to name a few. These features add contrast to tracks which could at times feel monotonous, exploring different sounds to help amplify the message Royce is creating. One of the most emotionally impactful songs on the album is titled Cocaine, and features Royce singing about drug addiction and its effects on family. As a whole the album is a very cohesive work with consistent themes of family, development through life, and problems facing black youth. The album helps Royce move forward with a very conscious album, in contrast to his days on Bad meets Evil alongside Eminem, where he uses a similar aggressive rapping style. Clearly he has evolved since then with a vast array of sounds and features on the album.

Recommended tracks: Caterpillar, Cocaine, Boblo Boat, Power, Dumb.

By Cooper Barker and Sam Crowley (Year 11)



FILM

★★★★★

READY PLAYER ONE

Ready Player One is a futuristic, virtual reality movie, released on 29 March 2018 and directed by Steven Spielberg, it is based on the critically acclaimed novel of the same name. It is an action & adventure sci-fi thriller that takes the viewer on a journey through virtual worlds which are both ingenious and exciting.

The film is set during the year 2045. The world as we know it is on the brink of collapse. People have found hope in an expansive reality universe called "The Oasis" founded by the eccentric, but brilliant, innovator James Halliday.

Having no family to whom he may leave his fortune, Halliday decides to bequeath his vast enterprise and incredible wealth to the first person to find and claim a digital Easter egg hidden within The Oasis. The hunt begins with Halliday's death, after which an automated message announces a contest to find three keys, eventually leading to the location of the Easter egg. The competition is of course fraught with danger and risks, especially when powerful ruthless competitors such as Nolan Sorrento, the chairman of Innovative Online Industries (IOI) becomes involved.

Although the plot could occasionally become a little tedious and the 'David-versus-Goliath' concept of the film might be a little cliché for some, Ready Player One is indeed a spectacular story of resilience and camaraderie, it is a sensational addition to the already popular sci-fi genre. I would personally rate it 9/10 and recommend it to ages 13 and over. Hugh Corbett (Year 8)

K-6 NEWS

Head of K-6: Justine Lind



I've long said that when we want teachers who inspire our children we need to find ways to inspire our teachers. Behind the scenes at Oxley we could probably do this better but for the teacher geeks among us, children and educational ideas are inspirational in and of themselves.

I've started meeting with the children and families who will join our community in 2019 and it seems we are not the only ones who believe that good schools provide opportunities for children to experiment, to mess about in the sandpit of discovery in a multitude of endeavours with the aim of finding their 'schtick' (a person's special talent, interest, or area of activity). Sir Ken Robinson explains this in detail in his seminal book *The Element* (2009) and places the responsibility firmly at the feet of education.

"We need to evolve a new appreciation of the importance of nurturing human talent along with an understanding of how talent expresses itself differently in every individual. We need to create environments where every person is inspired to grow creatively." (Robinson, 2009, p.xiii)

It's no accident we like to provide opportunities for our students to explore, develop and express their individual preferences in the way we structure learning for choice and the range of specialist subjects we offer in the Junior School. Many Integrated Units of Inquiry delve into the creative arts or the design process. The International Baccalaureate PYP includes a Transdisciplinary Theme of "How we express ourselves" in every year of the programme.

And then sometimes we just need to do things that help our hearts to sing. Yesterday's excursion to the Sculpture Garden and Exhibition at Hillview was one of those things. Art speaks to our souls, our hearts and minds and inspires our imaginations to soar. Hillview is an immersive experience and such a vital cultural event for our local community. It will definitely serve our curriculum outcomes but more important is its power to inspire, to nurture and enrich each child's conceptions of the world and the human experience. These are lofty claims but ones our children and teachers are worthy of experiencing.

Weekly Awards:

Students of the Week

Learning Journey

KL: William Palmer
Yr 1S: Will Kean
Yr 1W: Oscar Choo
Yr 2: Molly Harwood
Yr 3: Phoebe Mooney
Yr 4: Imogen Harwood
Yr 5C: Ava Angelini
Yr 5H: Hannah Thomson
Yr 6A: Harry Smith
Yr 6L: Taylor Anstee



Oxley Values

KL: Charlotte Byrne
Yr 1S: Evelyn Hammond
Yr 1W: Aari Poole
Yr 2: Adelaide Lawler
Yr 3: Miranda Hunter
Yr 4: Sam Harwood
Yr 5C: Annabel Arnot
Yr 5H: Chilli Sparke
Yr 6A: Oscar Byrne
Yr 6L: Elizabeth Hamilton



Learning Journey

KL: Tessa Hunter
Yr 1S: Asher Lawler
Yr 1W: Eli Winn
Yr 2: Livie Marks
Yr 3: Joel Shezzel
Yr 4: Harry Kean
Yr 5C: Leio Reader
Yr 5H: Christian Denington
Yr 6A: Tom Santo
Yr 6L: Hugo Maxwell

Oxley Values

KL: Sophia Bagnall
Yr 1S: Sapphire Sparke
Yr 1W: Victoria Feetham
Yr 2: Ella Wallace
Yr 3: Louisa Hogan Baldo
Yr 4: Tom Bladen
Yr 5C: Grace Malouf
Yr 5H: Jack Pether
Yr 6A: Grace Macquarie
Yr 6L: Sienna Soster



In Robinson's latest book, *Creative Schools* (2015), he advocates for a revolution in education; one that "is based on a belief in the value of the individual, the right to self-determination, our potential to evolve and live a fulfilled life, and the importance of civic responsibility and respect for others." He says "As I see it, the aims of education are to enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens." (2015, p xvi) My sense is that he would be pretty excited by a visit to Oxley and just love to go to Hillview as well!



SEXUAL ASSAULT & HARASSMENT ON AUSTRALIAN UNIVERSITY CAMPUS

ATAR, course, accommodation, university ranking, extra curricular activities- these are things most people consider when choosing a university in Australia. But after something popping up on my Facebook page, I'm also going to be looking out for something a lot more sinister and just as important when choosing where I end up studying after Oxley.

The Australian Human Rights Commission surveyed 30,930 students at 39 Australian universities and found one in five of them had experienced sexual harassment in a university setting, which includes travel to and from campus and uni-endorsed events off-campus. A comment here about your surprise or alarm?

Before you continue to read, I should probably mention that this may not be suitable for everyone. Sexual assault is a very personal and sensitive issue for lots of people, and although it's something that everyone should be made aware of, please proceed with caution.

"Sexual harassment" is defined under the Sex Discrimination Act 1984 as "an unwelcome sexual advance", "an unwelcome request for sexual favours" or "other unwelcome conduct of a sexual nature". "Sexual assault" can include rape and sexual abuse.

After looking further into this issue I found that the university that was currently number one on my list had the highest number of reported cases of both sexual assault and harassment. It shocks and also scares me that even though I'm living in such a progressive, forward-thinking country with some of the best universities in the world, I still have to take this issue into account when choosing which university I should go to. No matter where you live, this factor should never have to come into play when choosing where to study. And yet, for so many people around the world it does.

So what is it about university culture that lends itself to a culture where sexual assault has become so frequent? Many put this down to the drinking and partying culture that is highly prevalent at many universities and colleges. Of bystanders who reported witnessing sexual harassment, only 21 per cent actually took action and 37 per cent of those who witnessed sexual assault took action. The reasons for not taking action included not knowing what to do and not thinking it was serious enough to intervene. If people do not intervene in some way this culture will only continue to grow.

American colleges are well known for having very similar issues – in most cases much worse. For instance, one in five women and one in 16 men are sexually assaulted while in college. In America it is estimated that almost 95 per cent of incidents go unreported. We've probably all heard the line casually dropped in Pitch Perfect, "...and your official BU rape whistle - don't blow it unless it's actually happening". It's these light pop culture references that make this issue so much bigger. These throwaway lines somehow imply that sexual assault is something to laugh at or a normality. If we look at the statistics, we will almost certainly come across this issue at some stage during our university life – how will we respond then?

Non reported cases are also an issue in Australia. The report above found that 94 % of students who were sexually harassed and 87 % of students who were sexually assaulted did not make a formal complaint to their university. The most common reasons for people not reporting their assaults included; not thinking it was serious enough, believing that there is little the university can do, not knowing how to report it, and for some students, international students in particular, the cultural shame and fear of being sent home associated with sexual assault and harassment.



Sharna Bremner the Director of End Rape On Campus Australia says:

"Sexual assault survivors will often go into denial and so will minimise their experience and say things like 'it doesn't matter anyway' or 'it wasn't that serious'. They might tell themselves, 'maybe it's not that bad, maybe it's all in my head, maybe I led him on'. This self-blame and denial is a function of trauma."

This leads to the question – are there actually more cases of assault and harassment at the university I'm interested in attending or are people just better educated and more willing to report them in the hope of stamping them out? In that case, how should we respond to reported cases as a measure of decision making about our universities?

Media company Al Jazeera recently ran a report about the experience of international students around sexual harassment and assault on Australian university campuses. International students studying at Australian universities make up for our third-largest export industry and equates for roughly 18 billion dollars worth of revenue. Most international students come from parts of Asia, and far from home students can be left very vulnerable to cases of assault and harassment. The story showed the experience of some students who said they felt too ashamed or scared to speak up about what had happened to them at the time. Many are only now coming forward and sharing their stories. Some are scared of what might happen if they speak up and are worried that they might be sent back home. And in other cases, they simply do not know how or where to get help.

These problems raises the issue of our international reputation, as well as complicating multicultural relationships within Australia.

Perhaps the scariest statistic obtained from the report is that the majority of the time about half (51%) of those who were sexually assaulted knew the perpetrator. Bremner says that university rape survivors often compare their experiences with "the media cliches of the balaclava-clad knife wielding rapist who jumps out from behind the dumpster. When their own experience doesn't align with media stereotypes they often conclude that their experience isn't important enough to report." But these statistics show that this is clearly not the case, often making it more difficult for "victims" to reach out for help and support.

Luckily, Australian universities appear to be taking the issue seriously, and many have spoken out about how shocked they are about the scale of the issue. They have united to take a stance against the issue and have developed the program "Respect. Now. Always". The program aims to promote education about sexual consent and to raise awareness about the issue and how to seek help. Universities that have college campuses have taken a particularly serious approach to the issue. The report has served as a very timely and shocking reminder of the scale of the issue and has served as a wake up call for many universities. Many believe that the punishments for perpetrators should be stronger and that universities should be doing more than simply suspending them for a few months. In saying this the severity of the punishment varies due to the university.

Where does that leave us when we decide where to go to university? I think that as future students, we hold a lot of power about the resolution of the issue. If you're at a university Open Day, ask the hard questions about assault, research the university you are visiting, show those who run the university that this is an issue we really care about and that it will hold a lot of weight regarding our choices. Most importantly, if you see behaviour that's not acceptable, act. They say that university is supposed to hold experiences we'll take with us forever. It also shapes the next generation of young women and men. Let's make sure we're shaping up the right way.

By Jemima Taylor (Year 11)

DEPUTY HEAD REPORTS

Deputy Head Learning: Kate Cunich

We are already well into the rhythm of teaching and learning again in this new term. For some of our year groups Term 2 is more significant than others in regards to external and internal examinations. NAPLAN and Year 11 Half Yearly Examinations next week, Year 10 Half Yearly Examinations in Week 7. At Oxley though, we know that these events are only one building block toward success. Whatever the feelings prior, the adrenalin, the revision, the triumph or the disappointment all contribute to the sum of the student who graduates from our doors in Year 12.

Speaking of Year 12, this group of fine students have received their reports this week and are already putting into practice the feedback received. They have had an Academic Reflection session with their tutors and have worked with Elevate Study Skills on "Ace your Exams". They also have the ongoing benefit of working with our Year 12 Academic Master, Mrs Hicks, our Year 12 Writing Mentor, Mrs Simpson, as well as our terrific team of teachers to reflect and refine their work, set new goals as they keep working day to day toward their HSC examinations (please note the HSC timetable was published last week and is available on the NESA website).

We know that regardless of our age, it is not easy to not to get the mark, result or rank that we may have wanted, but at Oxley we continue to transform to a culture where feedback drives student improvement. We know that by drafting and re-drafting, using exemplars and providing opportunities for one to one feedback we are facilitating the path to better work. Key to our strategy for Year 12 is our wonderful Study Centre which was open during the holidays and continues to be open every Sunday. We are delighted at the number of students who have made this a regular part of their school week. Students who have played sport on Saturday are often seen enthusiastically arriving at 10.00am Sunday. What do they do once here? They pour over their work, help each other, challenge each other in robust discussions, and generally evidence the enlightened academic rigour and drive that we strive to achieve here at Oxley. Such an approach can only result in success.

Stop Press

Proposed 2019 Drama Study Tour to New York/Chicago

Oxley Senior Drama students have the opportunity to travel to New York. The tour will participate in workshops in leading educational institutions across the city, as well as attending a variety of Broadway, Off-Broadway and improvisational performances. Students will also visit a number of sites including the 9/11 Memorial Museum, MOMa, Top of the Rock, Radio City Music Hall and Central Park. The aim of the tour is to foster a deeper appreciation and respect for theatre practitioners, drama (as a course), live performance and processes involved in creating theatre.

The tour is open to 2019 Year 10, 11 and 12 Elective Drama students. Parents of these students will receive an email to gauge interest in running an Information Night, as feasibility is dependent on numbers.

Deputy Head Pastoral: Mark Case

Honour our Fallen

Oxley students have played a significant role in this new national programme to engage young people in perpetuating the memory of veterans of the Australian armed services. Shortly before Anzac Day, students from Year 5 to Year 12 met at Bowral Cemetery to place a flag at the graveside of each person they had researched, and shared their stories. The opportunity for students to reflect on the lives of local veterans in this way powerfully brought home the impact of armed conflict on the lives of people in our community. See this week's Honour our Fallen liftout for their stories.

Term 2 MindMatters

There have been some changes to MindMatters this term. For students in Years 7-11, the focus is on Digital Citizenship. The purpose of the programme is to promote the safe, legal and ethical use of digital technology, grounded in an understanding of the rights and responsibilities of its use. Topics include data protection and privacy, social media, 'digital detoxing' and picture messaging. There are many online resources that can provide advice to parents in these areas, including <https://kidshelpline.com.au/parents/issues/social-media-and-safety> and http://www.digitalcitizenship.nsw.edu.au/parent_Splash/. As Year 12 students move towards the midway point of their HSC year, the focus is on maintaining their mental and physical wellbeing, whilst developing habits that they can take with them beyond school. For their MindMatters programme, Year 12 students have the opportunity to choose between sessions on yoga or meditation. Mindmatters sessions take place fortnightly on Wednesday Week B for students in Year 7-11 and Thursday Week B for students in Year 12.



BDCU CHILDREN'S FOUNDATION
COMMUNITY MENTAL HEALTH FORUM
For all interested parents, teachers and families.
www.batyr.com.au
Following the success of last years School Forums these are again being hosted by the Foundation in conjunction with local sponsors and Batyr.
giving a voice to the elephant in the room **batyr**
Tuesday 26 June 2018 at 7 pm.
Mittagong RSL Club, Carrington Room
Free Event All Welcome

MOCK TRIAL

During the second week of the holidays, the Oxley College Mock Trial team met multiple times for holiday training sessions. The highlight was on Tuesday 24 April, when we assembled at 7.00am on Bowral train station ready for a day of watching trials at the Downing Centre in Sydney. Once we arrived at the Downing Centre we split up into smaller groups and watched a variety of civil, criminal and Commonwealth cases. We were present for a sentencing hearing and saw high profile barristers cross examine witnesses, taking notes on the techniques they used. Speaking to several barristers in the halls enabled us to understand how we can make a career out of our passion for the law. Our entire team was inspired and learnt many new skills which will help us in future trials. Some of these skills were put to good use when we defeated Chevalier College in Round 2 of the NSW Law Society's Mock Trial competition last week.

The case centred around Danielle Adams, a woman in her mid fifties who was left \$10,000 of her father's estate, while her sister was left \$680,000. Danielle was contesting the will, as it failed to make provisions for her medical support, caused by severe early onset arthritis. While the Chevalier team were incredibly competitive, our team managed to not only see Danielle receive a greater amount of money from her father's estate, but also win the case.

The team was:

1st Barrister - Ava Lambie
2nd Barrister - Natasha Thomas
Solicitor - Max Lambie
Witness 1 - Claire Allan
Witness 2 - Molly O'Meagher
Magistrate's Clerk - Havi Francis

Finally, none of this would have been possible without our wonderful Mock Trial coach, Ms Cox who gave up her holidays to coach us in the many training sessions organised, as well as accompany us to the Downing Centre.

By Leila O'Brien (Year 10)

GOLD DUKE OF ED

Duke of Ed - Gold and Silver Hike - Tantangara National Park.

If there's anything that can make heading off to the freezing Snowy Mountains on the first day of holidays better, it has to be a reassuring email from Mr Dibdin the night before announcing "extreme weather" and that "water proof clothing is highly recommended". He signed off with a cheerio "It will still be fun!" and we knew, we were all doomed. Mr Dibdin called it though, it was indeed a good time. Original tenting plans were trashed and tiny huts in the mountains were decided on, for fears that we would freeze, or blow away. What seemed hilariously exciting at first, soon turned painful as on the second night we attempted to fit 23 kids, two Lands Edge leaders, Mr Dibdin and Mrs Rees into a cabin no bigger than the New York Room. Zac seemed to end up half inside the fireplace. Mr Dibdin woke up outside. I'm sure if we can all decide on one thing however, it'd be that the memories born from Duke of Ed are most defiantly worth any minute of pain or case of possible hypothermia. It's the little things, when you're all delirious that send you into fits of laughter, that embed in your memory forever. For anyone contemplating Duke of Ed, just do it, and remember, the worse the weather, the more fun you'll have together.

By Eva Mackevicius (Year 11)



The Dutch Exchange Programme



The point of the exchange, as it has been for over 12 years, is to create a social programme between Oxley College students in Australia and the KSG students from Apeldoorn in the Netherlands during which they would get to know each other, their backgrounds and cultures, and the way in which education works in both countries. This exchange was a two-week trip to Sydney, Collaroy and Bowral with 18 students.

The first week focused on familiarising the students with Australia, its people and culture and of course its sights. The Anzac March in Sydney was one of the first public events the students experienced, and a very interesting one at that. Two days were spent at the Anzac Retirement Village in Narrabeen, where the students helped out the care workers and listened to old war stories from the residents. It was an interesting time for them. "Some of the stories were pretty harrowing and they made me feel uncomfortable at times. Their recounts made me understand the significance of the support of the Australian troops and the incredible sacrifices they made for the rest of us", one of the students wrote in their blog. Sydney itself was also a highlight, as the Dutch students were given free time to explore the city including St Mary's Cathedral and the Australian Museum. "Sydney at night was something to behold, as the lights of the Opera House carried reflections over the water while we enjoyed the night sky on the Harbour Bridge."

The second week was all about Oxley College and the interactions between the Dutch and Australian students and their families. It was a week full of excitement, communication and the sharing of knowledge. The initial exchanges between the students might have been a little uncomfortable, but these quickly developed into full blown friendships by the end of the trip. The Dutch students stayed with the families of the Australian students, so as to fully immerse them into Australian households. "Every morning when I open my curtains, I look at a beautiful sunrise, with the most magnificent views. At one point, I even saw a kangaroo hopping about!"

Three days of the week were spent at Oxley College, where the Dutch students experienced some typical lessons. These would be any subjects that are also taught in The Netherlands, so they could be compared. Students also observed and made comparisons between school routines, rules and expectations. "We listened to a speech from an



Aboriginal woman and it was hard to swallow. She made us close her eyes and experience her pain. I'm glad that she felt so blessed anyway..."

The Dutch students also gave a presentation that they had prepared in The Netherlands, in which they talked about a typical Dutch school day, Dutch culture and cuisine and the differences between the countries. "I've noticed that some things are very different, like the uniforms they have to wear. In particular, the interaction between students and teachers is somewhat more relaxed than what I am used to back home."

The remaining two days were used for social outings, one of which was a dolphin cruise, time on the beach, and a trip to Nowra Zoo to experience some native animals. The other was used to visit Canberra, in particular the Australian War Memorial and the Australian Parliament building.

Of course, the week included the famous 'Oxley vs KSG hockey games', both won this year by the Dutchies!

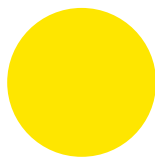
The two weeks were amazing, as it not only gave the Dutch students the opportunity to visit a country on the other side of the world, but one that has strong ties with The Netherlands, going back over 400 years! I hope the Dutch students understood the significance of ANZAC Day and learned much from their stay in the Southern Highlands. Most of all, however, I hope that both the KSG and Oxley students enjoyed the social aspects of this trip, and acquired a greater appreciation and global perspective of the world, and of our two countries in particular.

A huge thank you is extended to all the parents and families of the Oxley students who made us so welcome in their homes and to the teachers who were so supportive and opened up their classes for our visit.

By J.R. Meijer & M. Aarts Teachers at KSG Apeldoorn



WHAT'S HAPPENING? IN THE WORLD...



NATIONAL

BACHELOR IN PARADISE:

Last Monday night's finale episode of Bachelor in Paradise was a real cliff hanger, nothing short of the intensity and excitement that Channel Ten had promised us. With the proposal finally revealing itself, it was no surprise Sam Cochrane popped the question to Tara Pavlovic against a backdrop of palm trees and sparkling seas. But the episode wasn't without drama. The Australian 'blonde beauty' Ali Oetjen announced her commitment to Grant Kemp, stating "I'm so incredibly excited for our long future together". Unfortunately for Ali and the American firefighter, distance proved to be too much of an obstacle for their relationship to survive. However, Ali is giving it a third shot as next season's Bachelorette. As for Jarrod and Kiera, after Jarrod's monologue to his "soulmate", the two love birds sailed into the distance ready to start their relationship in the outside world. While Meagan rejected Jake Ellis during the night's episode, we are told that the pair have since reunited and are continuing their relationship proving yet again that 'the course of true love never did run smooth'.

By Lucie Drysdale (Year 11)



REALLY LOCAL

Helicopter Cover Up

As many would be aware a helicopter flew horrifyingly close to the College last week and induced a state of terror in many of our peaceful tutor rooms. A lot of people have been discussing that the helicopter was flying far too low. But what if it was not the helicopter causing the jaw rattling vibrations. Instead it could have been a nuclear test just out of Bowral, or perhaps underground, simply covered up by the low flying helicopter. Or perhaps something even more sinister, a machine underground constructed by lizard people, maybe the helicopter was sent by them as a distraction. Many Oxley conspiracy specialists have also claimed, bluntly that "it was aliens." So what was it? There are so many theories flying around but the disappointing truth is that we may never truly know. The only thing we can know is that it definitely wasn't just a helicopter.

By Sam Crowley (Year 11)



LOCAL



On the final day of Term 1, Harry and myself had the privilege of attending the Secondary Student Leadership Programme, run by the Parliament of NSW. This programme sees over 100 school captains from across the state gather to receive a further understanding of what defines 'leadership', especially in a political context. The first half of our day was spent listening to elected members within the Parliamentary chambers - the Legislative Assembly and the Legislative Council. It was here that we witnessed negotiation surrounding legislation in response to the recent Facebook data scandal, and the outrage surrounding the relocation of the Powerhouse Museum. After leaving the Parliament, we walked to Government House where we stood together among the other students to hear the tedious instructions of required conduct when meeting the Governor. We then toured the traditional architecture of the house, where the tour guides informed us on the history of the building and past Governors. Did you know that each Governor gets to make their own crest? At the end of the tour we had a chance to walk around the beautiful, well-trimmed gardens that overlooked Sydney Harbour. Afterwards, we finally met the Governor which was both a little intimidating but also a massive privilege. He shared his stories and personal journey of becoming the Governor of NSW. We both felt very privileged to go on this unique excursion, where we saw different aspects of 'leadership', and experienced leaders in a professional environment.

By Olivia Donovan and Harry Baillieu (Year 12)



GALLERY



MAY CALENDAR

	Mon 14 Year 11 Half Yearly Examinations INC: Year 1 & Year 2 Billy Carts	Mon 21 	Mon 28 EXC: Science & Engineering Challenge Year 8 Student Parent Teacher Interviews
	Tue 15 NAPLAN EXC: Year 12 Business Studies	Tue 22 EXC: Year 10/11 Short Sharp Competition	Tue 29 EXAM: ICAS Science Year 3-11 HICES X Country at Orange INC: Y9 and 10 Batyr Production: Where in the World is Frank Sparrow Matinee for Year 7
	Wed 16 NAPLAN	Wed 23 EXC: Year 3/4 Joadja Shale Mine Progress	Wed 30 ISA X Country EXC: Year 3/4 Erith Coalmine Production: Where in the World is Frank Sparrow
	Thu 17 NAPLAN	Thu 24 Foundation Night, 6.30pm	Thu 31 Production: Where in the World is Frank Sparrow
Fri 11	Fri 18 K-12 School Disco Junior School Parent Drinks, 4.00pm - 6.00pm	Fri 25 EXC: Year 10/11 Music & String Ensemble Old Oxleyan 30 Year Reunion	Fri 01 EXC: Year 10 HSC and Careers Expo, Moore Park Production: Where in the World is Frank Sparrow
Sat 12	Sat 19 ISA Round 3	Sat 26 Old Oxleyan 20 Year Reunion	Sat 02
Sun 13	Sun 20	Sun 27	Sun 03 

P & F NEWS

Equestrian Day

We had absolutely beautiful weather, and another highly successful Equestrian Day on Sunday 6 May.

Thank you to all the people who worked in the background and on the day, to pull this annual event together so seamlessly. Particular thanks to Alex Wansey who ensured that no stone was left unturned meticulously organising this event. A big thanks also to Holly Kramer, Sally Quirico, David Wansey, Alex O'Sullivan, Penny Simons, Debbie Holcombe, Lynda Philpott-Tyson, Kate Fair, Alex O'Sullivan, Amelia Feetham, Steven David, Sue Brown and Angus Rae. And thank you to Kim McNaught and Nick Wansey and to Natalie Lane who returned on the day to command the microphone! Eighty nine riders from 27 different schools competed on the day and the results were: Champion Girl Rider – Hayley Robl (Randwick Girls High School); Champion Boy Rider – William Quirico (Oxley College); Champion Oxley Rider – William Quirico; Champion School – Frensham

The raffle raised nearly \$800 to go towards our three sister charity schools, in Nepal, Botswana and Fiji. There were lovely baked goods in the canteen, and some really helpful 11 student volunteers, who did a wonderful job helping at this event.

Save The Date - Made in 1983, Saturday 22 September

Please make sure you put Saturday 22 September, 7.00pm, in your diaries, for our 35 Year Anniversary Dinner. Made in 1983. Tickets will go on sale via Trybooking, prior to the end of Term 2. Live Music by Oberon Lane, food by Geoff Jansz. Promises to be an extremely fun night for parents & members of the Oxley School Community to celebrate 35 years of Oxley College.

NEWSFLASH



SASCHA KROOPIN

How long have you been shooting? What caused you to start?

This will be my 4th year since I started shooting. My dad was the main reason I found out about the sport, as he was a NSW Junior Coach. It began as just casual shooting on the farm, to shooting at the range every weekend.

How often do you train? Do you make many sacrifices with other aspects of your life such as school, friends etc?

I train four -five times a week, depending on study and other social commitments. I would say I have a good balance between training and other aspects of my life, although I would definitely say I prioritise shooting over everything else.

What do you love about shooting?

I love how shooting is an individual sport and that its based on personal improvements.

What awards have you recently received?

I am 2015 National Junior Air Pistol Champion and 2016 National Woman and Junior Air Pistol Champion.

How does it feel to hold these titles?

It's bitter sweet, because once you've won major competitions, you want to keep winning, however, everyone else wants to win as well. It's a difficult situation. Once you're number one for something, there is a lot of pressure to maintain that position, yet everyone else is trying to challenge you for it.

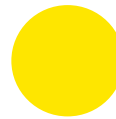
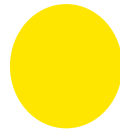
By Tully Mahr (Year 11)



DRAMA TOUR

While most of you were probably sleeping in and enjoying the first day of your Easter holidays, nineteen students travelled to Melbourne to see nine very different performances over the course of three days. The experience was incredible – to be immersed in a city that holds Australia's most active and diverse theatrical culture, and to be literally seeing the future of Australian theatre every night was exciting and inspiring. From seeing a lavish musical about the struggles of a 60's songwriter in 'Her Majesty's Theatre' at 12.00pm, to travelling down ten flights of stairs to an underground studio at 7.00pm and seeing a piece of performance art about a lady who everyday must choose to either cook or raise the egg she gives birth to, is something I will never experience again in my life. I have not only been inspired by the playwriting, acting, and directing I have seen on this trip, but have a much broader sense of the diversity of theatre in Australia. All the students appreciate the huge amount of planning that went into this trip from Mr Cunich, Mrs Cunich, and Mrs Bull, whose enthusiasm, and trust on the trip made it an unforgettable experience.

For anyone who's into theatre, even if you're not doing Drama as a subject, I'd recommend this trip. The amount of different shows you see in such a short time span, as well as the experience of Melbourne's culture, is an opportunity hard to come by. By Ben Canute (Year 11)



NICK MILNER BASE CAMP

Q: How did you prepare for the trek to Base Camp?

A: Training for the triathlons was a part of my main preparation.

Q: Did your expectations of Base Camp live up to the reality?

A: No, I thought base camp was going to be half way up the mountain with an awesome view, but when I got there it was basically a pile of rock and snow with no view of Everest at all.

Q: Who did you travel with to base camp?

A: I travelled with my mum and a group of people doing their Gold Duke of Ed alongside either their mum or dad.

Q: Were there any complications along the way?

A: One guy in my group started tripping over himself and became really weak and couldn't hold himself up, there was a two-hour trek to get to safety. When we checked his oxygen levels it was only at 39 when it is supposed to be around 80-100. Four choppers tried to get there but weren't successful because of the afternoon storms. His condition got even worse so we took him down to put him on oxygen which he stayed on all night, it costs \$100 an hour, very expensive.

Q: What sporting goals do you want to achieve in the future?

A: I'd love to complete an Iron Man in the future.

By Peggy Holmwood (Year 8)